

Experiencing Juvenile Justice

An Honors Thesis (HONRS 499)

by

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A handwritten signature in black ink that reads "Stephen Brodt". The signature is written in a cursive style with a large, stylized 'S' and 'B'.

Ball State University

Muncie, Indiana

December 2001

December 16, 2001

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Acknowledgements

I would like to extend my deepest gratitude to certain individuals that have made this honors thesis reach its point of conclusion. First, I thank my thesis advisor, Dr. Stephen Brodt of the Department of Criminal Justice and Criminology. He not only aided me in the thesis process, but in my internship experience as well. I also thank Dr. Michael Brown of the Department of Criminal Justice and Criminology. He was my Juvenile Justice (CJC 309) professor, and he sparked my interest in the complicated juvenile justice system. He also helped me tremendously in my internship process. Finally, I thank the staff at the Evanston Community Defender Office. The experience I had working with them has impacted my life in significant ways. The knowledge and experience I gained throughout the course of my internship there is priceless. Thank you to all for your sacrifices of time and your expertise.

Abstract

This thesis details the workings of the American juvenile justice system. It begins with research relating to the history of the juvenile justice system and the juvenile justice process. Racial issues in the system are then explored through the examination of various studies. Community-based intervention in the juvenile justice system is also detailed in the research portion of this thesis. This research was conducted by the author during this past year.

The next portion of the thesis follows the author through her internship experience at the Evanston Community Defender Office, a defense office treating indigent juveniles. The internship experience lasted ten weeks. Included in this thesis are three activity reports which explain the intern's activities while interning. Also included is a final report which summarizes the intern's experience within the juvenile justice system. The thesis concludes with appendices that are referred to throughout this report.

Research

An Introduction to the
Juvenile Justice System

December 2001

Understanding the Juvenile Justice System

The juvenile justice system is a complex term. It encompasses the segment of the justice system that includes law enforcement officers, the court system, and correctional agencies designed to treat youthful offenders. The system has an interesting history that begins in the early days of America in the 18th century. Since its beginning, the system has evolved in attempts to better serve a changing society.

The juvenile process treats two types of juvenile offenders. The first type is juvenile delinquency, which is defined as participation in illegal behavior by a minor who falls under a statutory age limit. (Siegel & Senna, 2000). The other type includes status offenses. A status offense is “conduct that is illegal only because the child is under age.” (Siegel & Senna, p. 21, 2000). An example of a status offense is a curfew violation. Only those under a certain age (depending on the city statute) can be guilty of violating curfew. Status offenders are often placed in programs or home for CHINS (children in need of supervision). This began in the 1960s. The purpose of these programs is to shield non-criminal youths from the stigma of the delinquent label. Instead of being labeled criminal, which usually results in a self-fulfilling prophecy, the status offenders are viewed as youths with special needs and special problems. However, the punishment for status offenders and delinquents is not always different. (Siegel & Senna, 2000).

A delinquent is defined as a “juvenile who has been adjudicated by a judicial officer of a juvenile court as having committed a delinquent act.” (Siegel & Senna, p. 19, 2000). Juvenile delinquents are usually placed on probation or placed in detention centers. The specifics of the juvenile justice process are discussed later in this report.

The juvenile justice system in the United States was developed under the *parens patriae* doctrine. *Parens patriae* is a Latin term meaning the “power of the state to act in behalf of the child and provide care and protection equivalent to that of a parent” (Siegel & Senna, p. 17, 2000). English kings used this concept in the 19th century. The United States adopted this same sort of attitude when it constructed the juvenile justice system. Before the system was established, however, delinquents, runaways, and neglected children were all treated the same as adult criminals.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) tries to separate the housing of delinquents and status offenders as well. Some states try to divert the status offenders from the formal juvenile justice system. Usually a status offender’s first offense will be handled informally through community-based treatment programs. (Siegel & Senna, 2000).

The History of the Juvenile Court in the United States

In the late 18th century, shortly after the United States gained its independence, the juvenile justice system began. At this time, children below the age of seven were thought to be incapable of forming criminal intent. That principle communicates that children were not seen as mentally capable of forming the intent to commit a crime. Therefore, these children were exempt from criminal prosecution and punishment. However, children age seven and above could stand trial in the criminal court. If found guilty, these children could be sentenced to a prison term or even sentenced to death. (Office of Juvenile Justice and Delinquency Prevention, 1999).

“As early as 1825, the Society for the Prevention of Juvenile Delinquency was advocating the separation of juvenile and adult offenders” (OJJDP, 1999). Facilities that were

used exclusively for juveniles were established in many major cities. However, many of these facilities were criticized for the harsh treatment of their youth (OJJDP, 1999).

Legislation regarding criminal procedures for children began to take shape in the early 19th century. Probation was established in 1841 in Massachusetts as an attempt to spare the youth from the pains of imprisonment (OJJDP, 1999). These “pains of imprisonment” referred to the withdrawal from society. Such a withdrawal is a hard situation for all individuals, but it is especially difficult for children.

There are four main arguments that support probation, according to Siegel & Senna (2000). The first argument contends that probation represents an appropriate disposition (or punishment) for youth that cannot be supported in the community. The second argument states that probation allows for a more personal treatment of each juvenile as opposed to mass sentencing regulations. Third, probation balances the rehabilitation model with the public demands for protection of society and punishment of offenders. Lastly, it is argued that probation is often the disposition of choice for most juvenile offenders, especially status offenders.

In the 19th century, youths that committed petty crimes, such as vandalism and stealing, were viewed as wayward children. Wayward children were victims of neglect and were placed in community homes for treatment. Serious offenders, on the other hand, were dealt with in the same manner as adult criminals.

The development of the juvenile court began during the period of urbanization and industrialization in America. There were many European immigrants in the United States at this time. This led to an increased birth rate. Many of the children were not learning to be productive members of society. The result was a downfall in the economy. The elite of society

became concerned about the youth of the dangerous underclass. Many of the urban youth were left unsupervised and became involved in crime. (Siegel & Senna, 2000).

Out of this concern of the elite class emerged the Child Savers movement, which consisted of a group of wealthy women. The Child Savers believed that the poor children threatened the moral fabric of American society because of the financial burden they placed on social programs. The Child Savers feared that a never-ending cycle of unproductive citizens would begin. Therefore, the Child Savers movement sought to pass laws that allowed commitment of juveniles on the basis of non-delinquent acts. (Siegel & Senna, 2000).

The Child Savers established the first house of refuge, founded in New York in 1825. The refuge aimed to protect potential criminal youth by removing them from the streets and reforming them in a family-like environment. Most youths committed to the house of refuge were there for status offenses or neglect. (Siegel & Senna 2000).

The *parens patriae* philosophy soon extended to the refuge programs. Parental control was often granted over the committed child. During this time, there were few legal requirements of intervention into private family matters. The state/court acted in the best interest of the child. Therefore, the state did not need to have special rights to intervene in family affairs. (Siegel & Senna, 2000).

Also during this same time period, the reform school movement began. The Child Savers influenced the development of such schools for delinquent youths. At the reform schools, children spent their time working, learning a trade, and receiving education. Discipline at the schools was often harsh. (Siegel & Senna, 2000).

During the 20th century, the juvenile court continued to change and develop. The early 20th century court process was paternalistic as opposed to adversarial. This paternalistic

approach was consistent with the *parens patriae* philosophy. Under this philosophy, the court can act in the place of the parent (Siegel & Senna, 2000). The major functions of the court at this time were to prevent juvenile crime as well as rehabilitate juvenile offenders. The burden of proof in the juvenile court was a preponderance of the evidence. This is the same burden of proof that appears in civil court. It means that 51% or more of the evidence proves guilt. In the adult court, however, the burden of proof is guilt beyond a reasonable doubt. This means the court must be 99.9% sure that the defendant is guilty.

By the 1920s, status offenses, “conduct that is illegal only because the child is under age” (Siegel & Senna, p. 21, 2000), were added to the court’s jurisdiction. Examples of status offenses are incorrigibility and curfew violations. By 1925, juvenile courts existed in almost all jurisdictions in every state. However, the manner in which the court operated varied from state to state. Some states were more punitive than others. (Siegel & Senna, 2000).

Today, juvenile courts exist in each state by statute. The juvenile court continues to attempt to keep the juvenile court separate from the adult court. To achieve this, different terminology is used in the juvenile court. An example is that a petition in the juvenile court is referred to as an indictment in the adult court. Juveniles have hearings whereas adults have trials.

Despite such attempts to keep the juvenile court separate from the adult criminal court, the juvenile court resembles the adult court in many ways. The crimes juveniles are committing in today’s society often resemble more adult crimes. The actual process of the juvenile justice system as it compares to the adult criminal justice system is discussed below.

The Juvenile Court Process

The juvenile justice process begins with police involvement. The police have discretion as to what to do with the juvenile caught involved in wrongful behavior. The juvenile may enter the juvenile court or may be released. Police departments often take certain factors into consideration when making this decision. Such factors are the seriousness of the offense and the juvenile's past contact with the police. If the police decide to file a petition (similar to filing a complaint in the adult court), the child is referred to the juvenile court. (Siegel & Senna, 2000).

The next step in the process is to determine if the juvenile should be placed in a detention facility or if he/she should remain in the community. Usually, a detention hearing is held to determine where the juvenile should be sent. A detention hearing is "a hearing by a judicial officer of a juvenile court to determine whether a juvenile is to be detained or released while juvenile proceedings are pending in the case" (Siegel & Senna, p. 451, 2000). At this point, the juvenile does have the right to counsel. If the juvenile is not detained, he/she will be released to the parent/guardian.

The next phase in the juvenile process consists of pretrial procedures. Most juveniles have an initial hearing in which they are informed of their rights and the charges against them. The juvenile may enter a guilty plea at this time. If a not guilty plea is entered, an adjudicatory hearing is scheduled. An adjudicatory hearing is "the fact-finding process wherein the juvenile court determines whether there is sufficient evidence to sustain the allegations in a petition" (Siegel & Senna, p. 453, 2000). At this point, a child may be waived to the adult system.

Almost every state has the means in which a juvenile can be waived to the adult court. The waiver process is simply "transferring legal jurisdiction over the most serious and

experienced juvenile offenders to the adult court for criminal prosecution” (Siegel & Senna, p. 21, 2000). Before the juvenile can be waived, he/she must first be adjudicated delinquent.

The following stage in the process is the adjudication. This is the trial stage of the juvenile process. During the adjudication, a hearing is held to determine the facts of the case. The juvenile offender is given many of the procedural guarantees that are given to adult defendants during a trial. Such rights include right to counsel, right to confront and cross-examine witnesses, freedom from self-incrimination, and, in certain instances, the right to a trial by jury. At the end of the adjudication, the court enters a judgment against the juvenile.

If the court finds the juvenile delinquent, a dispositional hearing is conducted. This hearing is less formal than the adjudicatory hearing. During the dispositional hearing, the judge imposes a disposition on the juvenile. The disposition is “the equivalent of sentencing for adult offenders; However, the juvenile dispositions should be more rehabilitative than retributive” (Siegel & Senna, p. 572, 2000). Possible dispositions include a warning, community service, probation, or institutional commitment. (see appendices A-C for further information on the systems).

The Juvenile Justice Process in Illinois*

Illinois was one of the first states to develop a juvenile justice system. It was also the first state to develop a juvenile court. In 1899, Illinois passed the Illinois Juvenile Court Act. This was some of the first legislation passed in the United States that related specifically to juveniles. “The British doctrine of *parens patriae* (the State as parent) was the rationale for the right of the State to intervene in the lives of children in a manner different from the way it intervenes in the lives of adults.” (OJJDP, 1995) By 1925, all but two states followed Illinois’ example in establishing juvenile courts. (OJJDP, 1995)

The principles of the Illinois court stated that because of a juvenile's minority status, he/she should not be held as accountable for his/her actions as adults. The Illinois court also held that juveniles should be treated and rehabilitated instead of punished. The court also supported individualized justice for juveniles. The disposition (punishment) was determined by the needs and circumstances of each individual juvenile. Probation was also highly supported by the Illinois court. Probation was a means to achieve individual justice. (OJJDP, 1995).

Cook County, IL is a very large area that includes Chicago as well as Chicago suburbs. The current Cook County Court follows a process as can be seen in appendix B. The basic process is as follows: A juvenile is taken into police custody. If the juvenile continues through the process, he/she will either be detained or released. In either case, he/she will be referred to juvenile court services. After that referral, the juvenile will have a petition (also referred to as charges) filed. The next stage is the detention hearing. The detention hearing determines if the juvenile will be detained or released during the juvenile proceedings. After the detention hearing, the juvenile has an adjudicatory hearing. At this time, the juvenile is either found delinquent (guilty) or is acquitted. The last phase is the dispositional hearing. This is basically when the judge assigns the punishment. In Cook County, a juvenile can have three different types of punishment. He can be sentenced to the Department of Corrections (DOC, prison) until his twenty-first birthday. He may also be sentenced to detention (usually up to thirty days). Finally, the juvenile may receive a sentence of probation. The probation may occur while the juvenile is living at his own home. This type of probation usually involves community service hours, mandatory school attendance, restitution, and (in some cases) detention. The juvenile may also serve his probation sentence while in placement at Department of Children and Family

Services (DCFS) or while placed in a residential youth facility. (See appendices A-B for further information).

*Information included in this section was learned by the author during the course of an internship at the Evanston Community Defender Office in Evanston, IL unless otherwise noted.

Conclusion

“The 1990s have been a time of unprecedented change as State legislatures crack down on juvenile crime.” (OJJDP, 1995) Five main areas of the juvenile justice system have expanded in most states this past decade. The first area is transfer provisions. These laws make it easier to transfer a juvenile offender to the criminal justice system (the adult court). The second area is sentencing authority. These are laws that gave both juvenile and criminal courts more sentencing options. The next area is confidentiality in which laws altered or removed the traditional juvenile confidentiality provisions. Juvenile records and proceedings are now more open. The fourth area is victims’ rights which simply increased the role of victims in all court proceedings. Finally, correctional programming laws were introduced. These laws are a result of the new transfer and sentencing laws. (OJJDP, 1995).

The juvenile justice system has changed much throughout the history of its existence. The system is in a continual process of change today. As society and its circumstances change, the system will continue to modify itself. For example, there has been a recent rise in school shootings in the United States. This questions much of what the law had believed and stated in regards to the ability of a youth to formulate intent to commit a crime. Many criminologists and psychologists still believe that a youth cannot fully understand the consequences of his/her actions. It is for this reason that juveniles are treated in a different manner than adults. However, ethical issues have surfaced in light of these current school shootings. Many such

cases transfer the juvenile defendant to the adult court, which subjects the defendant to adult punishments. Is this ethical?

The system is constantly changing with the ever-changing society in which we live. As can be clearly seen, the system has changed much since its original state in the early 1800s. The juvenile justice system has proven over the years its effectiveness of dealing with juvenile delinquency and crime.

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Race and Poverty in the Juvenile Justice System

December 2001

The disparity in the treatment of youths involved in the juvenile justice system is a serious issue that has been plaguing the American juvenile justice system since its birth in the late 18th century. This same problem continues to plague the system today. Usually, this disparity is centered on the race of the juvenile offenders. However, many issues factor into this disparity. In addition to the race of the juvenile offender, the economic class of the offender is also a factor that contributes to the disparity in the juvenile justice system. There is much information available that discusses the racial disparities within the juvenile justice system. Some of that research also provides information related to the economic status of the offenders.

Racial disparities and overrepresentation of certain races has always been a problem in both the criminal and juvenile justice systems. First, it is necessary to define such terms as disparity, overrepresentation, and discrimination. "Disparity means that the probability of receiving a particular outcome (for example, being detained in a short-term facility v. not being detained) differs for different groups. Disparity may in turn lead to overrepresentation"(Office of Juvenile Justice and Delinquency Prevention ,1999). "Overrepresentation refers to a situation in which a larger proportion of a particular group is present at various stages within the juvenile justice system (such as intake, detention, adjudication, and disposition) than would be expected based on their proportion in the general population" (OJJDP, 1999). Finally, discrimination, according to the OJJDP, "occurs if and when juvenile justice system decision makers treat one group of juveniles differently than another group of juveniles based wholly, or in part, on their gender, racial, and/or ethnic status" (OJJDP, 1999).

All individuals working within the juvenile justice system must seek to discover if there is disparity within the system. If so, what is the cause of this disparity? First, it is necessary to discover if there truly is disparity in the treatment of juveniles in the system. There is a wealth of

research that suggests there is such a disparity. “While research findings are not completely consistent, data available for most jurisdictions across the country show that minority (especially black) youth are overrepresented within the juvenile justice system, particularly in secure facilities” (OJJDP, 1999). Such research suggests that white youth are likely to be placed in private facilities or to be diverted from the juvenile justice system entirely (OJJDP, 1999). On the other hand, minority youth are likely to be placed in public secure facilities (OJJDP, 1999). There is no reasonable explanation for this phenomenon because the actual offending rates of juveniles do not correspond with the placements.

There is also other evidence that suggests that minority and majority youths are treated differently within the system. According to Pope and Feyerherm, whose research was included in the OJJDP report, approximately two-thirds of the existing research on this topic shows that racial/ethnic status influenced the decision-making process in the juvenile justice system (OJJDP, 1999). The race and ethnicity of the offender affects the juvenile’s destiny in the system. This “influence” can be found at various stages within the juvenile justice process. However, most research suggests that the greatest disparity is found in the beginning stages of the system, such as at intake.

An important fact to remember is that neither disparity nor overrepresentation is a direct implication of discrimination. There are many theories that serve as possible explanations for the disparity and overrepresentation of minority youth in the juvenile justice system. However, it is also possible that discrimination is the explanation for discrepancies in the system.

If discrimination is the cause of the disparity and overrepresentation in the juvenile justice system, it can be inferred that “because of the discrimination on the part of justice system decision makers, minority youth face higher probabilities of being arrested by the police, referred

to court intake, held in short-term detention, petitioned for formal processing, adjudicated delinquent, and confined in a secure juvenile facility” (OJJDP, 1999).

There are many other possible reasons that could explain the disparity. For example, “factors relating to the nature and volume of crime committed by minority youth may explain disproportionate minority confinement” (OJJDP, 1999). This suggests that minorities are involved in more crime and commit more serious offenses than majority youths. Therefore, there is not overrepresentation of minority youth within the system. Rather, this theory suggests that the percent of minorities in the system is an accurate representation of the crime being committed.

The Office of Juvenile Justice and Delinquency Prevention published another juvenile justice bulletin relating to the subject of race. This report included many Uniform Crime Report (UCR) statistics. The UCR is a means the government uses to determine levels of crime in America. It takes into account the crimes reported by the police departments throughout the nation. The 1998 UCR adds to the evidence of racial disparity within the juvenile justice system. The reports “indicate that differential rates of arrest for crime are related to race” (OJJDP, 2000). 71% of juvenile arrests were constituted of white juveniles (OJJDP, 2000). 26% of those arrested in 1998 were black youth (OJJDP, 2000). This may not seem disturbing, until one views the racial proportions in society. “Black youth were overrepresented, given the fact that they make up 15% of the juvenile population compared with 79% white” (OJJDP, 2000). Black youth accounted for 45% of the arrests for violent crimes (OJJDP, 2000). Black youths, according to the UCR included in the OJJDP report, were also responsible for the increase of the number homicides committed by juveniles between 1986 and 1994 (2000).

The OJJDP conducted a 15-month research project that examined the role that minority status plays in the processing of youth in the system. Minority youth (for the purposes of this OJJDP study) include African-American, Hispanic, Asian/Pacific Islander, and Native American youth (1995). This study found that “the effects of race may be felt at various decision points, they may be direct or indirect, and they may accumulate as youth continue through the system” (OJJDP, 1995).

This particular research project had three major tasks. The first task was to examine the existing research on juvenile processing and minority status (OJJDP, 1995). The second task was to develop a strategy for identifying policies and programs that have dealt with the issue at hand (OJJDP, 1995). Lastly, many preexisting data bases were examined in order to identify problems in this area and to assist in the understanding of juvenile processing (OJJDP, 1995).

This study found that the disproportionate number of minority youths in the system could be a result of bias on the part of the juvenile justice system. Another explanation is “the nature and volume of offenses committed by minority youth” (OJJDP, 1995). This study also stated that some disparities are found only at certain “decision points (such as intake decisions, detention, and judicial sentence)” (OJJDP, 1995).

This study also discovered some revealing information about the role the offender’s economic class plays in the overrepresentation problem. The study attributed the disproportionate number of minorities in the system, as well as the racial factor, to the “structural and economic factors associated with the urban underclass” (OJJDP, 1995). These factors “may result in an increase in the type of crimes committed by youthful offenders” (OJJDP, 1995).

Mark Roscoe and Reggie Morton state that “the type of community in which the juvenile lives has a stronger effect on his likelihood of becoming involved in delinquency than his racial

characteristics (1994). Their research indicated that “African-Americans living in non-disadvantaged areas did not have higher rates of delinquency than whites living in non-disadvantaged areas” (Roscoe & Morton, 1994).

Dr. Tom O’Connor of North Carolina Wesleyan College maintains that “adolescents from lower socioeconomic status (SES) families regularly commit more crime than youth from higher SES levels” (2001). It is often presumed that two of the main products of poverty are social isolation and economic stress. Such conditions could lead to criminal activity. “Poverty breeds conditions that are conducive to crime” (O’Connor, 2001).

It is logical to assume the economic status would play a role in a youth’s decision to enter a criminal lifestyle. Often in impoverished areas, the youth do not have positive role models. The only means to rise above the poverty level seen by the youth is a life of crime. The role models in the life of these youth are individuals involved in crime, such as drug dealers or gang members. Therefore, indigent youth are more likely to be involved in criminal activity.

However, the race issue is again raised as many impoverished youth are racial minorities. “Youth from single-parent homes, especially if female-based, often face more severe dispositions. Since African-American youth are more likely to reside in such homes, they may be more at risk than white youth” (OJJDP, 1995). Many studies show that indigent youth are more likely to commit crimes. Unfortunately, a majority of the impoverished areas are inhabited by minorities.

There seems to be a trend in the findings of all of these studies. Most researchers would agree that there is disparity in the juvenile justice system as it pertains to race. Most would also agree that the causes for such disparity could be linked to a bias/discrimination of the juvenile justice system and the professionals working within it. Most studies also agree that the disparity

could be attributed to the fact that the actual amount of crime committed by minority youths is more than that committed by majority youth. Finally, another popular find is that the disparity occurs at different stages in the juvenile justice process. The disparity at different stages is not consistent, although it does often occur more during the early stages. The economic class also plays a part in the disparity in the overrepresentation of minority youth within the juvenile justice system.

Race has always been an issue in both the juvenile and criminal justice systems. The overrepresentation of minority youth within the system has plagued the juvenile justice system since the beginning of its existence. It will most likely continue to burden the system. Through the education of juvenile justice professionals and an increase in the number of minorities working in the system, the racial disparities will hopefully decrease in the future.

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Community-Based Intervention

CJC 309

April 2001

“The challenge facing America is to take what is known about youth violence and apply it to reach at-risk youth to prevent them from entering a life of crime, and to deal effectively with those already in trouble” (“Youth Violence,” 1996). This is the very essence of community-based intervention. Community-based intervention programs are designed to treat youths who may be having problems with law enforcement in an attempt to avoid their entrance into the formal system. These programs have also proved to be effective devices to reduce the recidivism rates of those already involved in the juvenile justice system.

Why is there a need for community-based intervention? What many juvenile justice professionals realize is that the incarceration of juveniles does not reduce recidivism. In fact, “surveys indicate that about 30 to 40 percent of adult prison inmates had been juvenile delinquents, and many had been institutionalized as youths. There is little reason to believe a secure institutional experience can be beneficial or reduce recidivism” (Siegel & Senna, 2000, p 614).

With such information, the juvenile justice system saw the need to provide various programs that work to identify the juvenile’s problems that contributed to the juvenile’s criminal behavior. This type of corrections does not compromise security. Community-based programs merely suggest working with the juveniles to help rehabilitate them during their incarceration. “Many agree that warehousing juveniles without attention to their treatment needs does little to forestall their return to criminal behavior” (Siegel & Senna, 2000, p 614). Community-based intervention also involves programs, such as community policing, in an attempt to prevent youths from ever turning to delinquency (Siegel & Senna, 2000).

Community-based intervention came about as a result of many converging theories in both psychology and sociology fields. “In both of these disciplines, a systems view of both causation and intervention became increasingly popular; as not only the youth himself, but his

family, peers, school, and the larger community became more and more the focus of inquiry and intervention in the life of troubled youth” (Goldstein, Glick, Irwin, Pask-McCartney, & Rubama, 1989, p 2). This idea caught on relatively quickly in the juvenile justice system. It birthed a variety of programs such as juvenile diversion programs, work release, group homes, and halfway houses (Goldstein et al., 1989). These programs were given shape under the President’s Commission on Law Enforcement and the Administration of Justice of 1967. “This commission put forth a strong and explicit call for the development and implementation of community-based interventions for delinquent youth” (Goldstein et al., 1989, p 2). The hope was that intervention would lessen the negative consequences that occur as a result of institutionalization.

According to Siegel and Senna (1989), community-based programs began to take shape in the early 1970s. “Initially, many of the early programs suffered from residential isolation and limited services” (Siegel & Senna, 1989, p 216). However, community-based intervention programs have developed significantly throughout the past 30 years. Many programs have a successful existence today.

As recorded in “Youth Violence: A Community-Based Response—One City’s Success Story” (1996), Boston has adopted a community-based response program to combat the rise in youth delinquency it had seen in past years. The homicide rate in Boston rose an astounding 169% between 1984 and 1993. Since the city has implemented this new program, the juvenile homicide rate has dropped significantly, 80% between 1990 and 1995.

As the “Youth Violence” (1996) article states, the basis of this program has been to build relationships between the youth and members of the community as well as those involved in the juvenile justice system. Regarding this program in Boston, Janet Reno states, “These partnerships allow organizations and individuals to better share information, keep track of at-risk

youth and violent youth offenders in their community, and coordinate resources to help those youth as part of an ongoing, individualized intervention strategy” (“Youth Violence”, 1996).

Boston’s comprehensive strategy, according to “Youth Violence” (1996), consists of three main areas: prevention, intervention, and enforcement. This strategy has been very successful. The composition of the program clearly demonstrates that its success is a result of the action and participation of the community. Such a strategy requires the involvement of many different participants.

Some of the specific programs used by Boston in their efforts to reduce juvenile crime, as recorded in “Youth Violence” (1996), are: Safe Neighborhood Initiative, Police and Probation Working in the Community: Operation Night Light, Operation Cease Fire, Boston Gun Project, and Operation Safe Home. These programs have required the involvement of a variety of organizations such as the Ten Point Coalition (a religious organization) and the Boston Bar Association. In addition, it has also utilized the help of the police, the business community in Boston, and members of the legal community. There are also a number of programs existing in the Boston schools.

Boston is not the only area in which community-based intervention efforts have been made. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has also done a number of studies on community-based intervention. As Lipsey, Wilson, and Cothren (2000) report, about 200 studies related to intervention for institutionalized juveniles were analyzed. Two types of treatment showed quite favorable results (measured in terms of recidivism): “interpersonal skills program (involving training in social skills and anger control) and teaching family homes (community-based, family-style group homes)” (Lipsey et. al, 2000). Although these two programs were the most successful, the studies also employed programs such as

individual counseling, behavioral programs, multiple services, and community residential programs.

Lipsey et al. (2000) state that the interpersonal skills program involved a variety of activities. One particular program used videos and drama to enable delinquents to see themselves through the eyes of others. This program also involved some training in role taking. Another group had a 10-day course for juveniles at a camp or retreat center that included follow-up of a juvenile's commitment to personal or community projects (Lipsey et. al, 2000).

Lipsey et al. (2000) also address the teaching family homes program, which provided delinquent juveniles with a family-style group home. These homes employed supervising adults, who were referred to as "teaching parents," to work with 6-8 delinquents. "Adjudicated delinquents were in a community-based, family-style, behavior modification group home where teaching parents used a token economy to help youth progress behaviorally and academically" (Lipsey et al., 2000).

Overall, Lipsey et al. (2000) concluded that there was a 12% reduction in the recidivism rate among the juveniles who participated in the programs. Some of the better programs, those mentioned above, saw a 40% decrease in the recidivism rate. "By determining the characteristics of effective intervention, new and better programs can be designated, tested, implemented, and evaluated" (Lipsey et al., 2000).

The OJJDP did another study of community interventions titled "School and Community Interventions to Prevent Serious and Violent Offending." "The study concludes that timely comprehensive school- and community-based interventions hold the greatest potential for preventing such delinquency that finds that programs involving a juvenile's family, school, and community are most effective in minimizing factors that contribute to serious violent juvenile offending and maximizing those that prevent delinquency" ("School and Community," 1999).

This study described eight different areas of community interventions: citizen mobilization, situational prevention, comprehensive community interventions, mentoring, after-school recreational programs, policing strategies, policy change interventions, and media interventions ("School and Community," 1999). These programs were designed to prevent delinquent acts.

One program that is of particular interest to criminal justice professionals is the policing strategies program that has been implemented. "Many [police departments] address the risk factors of community disorganization, low neighborhood attachment, and neighborhood tolerance of crime and violence" ("School and Community," 1999). In addition to this area, police departments are exploring many other avenues in an attempt to reduce crime among juveniles.

Another popular area being explored by police departments, as recorded in "School and Community" (1999), is community policing. This involves the community and the police, as well as other government agencies, all working together to solve crime issues. This has proven to be quite successful in many areas of the country (success is determined on the reduction in reported crime). However, it is difficult to find community policing's effect on juveniles. "Crime reductions reported in these studies are based on differences in all reported crime, and the portion of crime reductions that is due to juveniles is unknown" ("School and Community," 1999).

As can be clearly seen, many of the community-based programs have proven to be successful in the quest of reducing the recidivism rates of juveniles and the overall involvement of youths in the criminal justice system. If these programs are so successful, why doesn't every community have them? A crucial element of each program listed above is community involvement. The community must have a genuine concern about the youth of its community.

Not only is a desire to get involved necessary, but actual community involvement and action is needed to help the youth. Without the community's support, community-based programs have a very limited chance at success.

These studies are very revealing about community-based intervention in today's society. The results of these studies show that community-based intervention, used as both prevention and treatment for those already involved in the system, are very successful. It will be interesting to see if such programs become more prevalent in the juvenile justice system in the future.

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Internship Experience

Internship Experience

Evanston Community Defender Office

June 1, 2001

Activity Report One

Individual Meeting

The intern first met with Dr. Brown on March 20, 2000 at the end of her sophomore year. She was interested in determining if a sort of prison ministry could work towards an internship. The intern was extremely nervous as she prepared for this meeting. However, she soon realized she had nothing to be worried about. The meeting with Dr. Brown proved to be very informative and helpful. Dr. Brown set many of the intern's fears to rest and she was confident that all the details for her internship would work out well.

The intern again met with Dr. Brown in the fall of 2000, the beginning of the intern's junior year. This meeting included more of the specifics of the internship program. The intern brought her the internship manual, her resume, and her degree analysis progress report (DAPR) with her to the meeting.

During this time, the intern also began a more in-depth search for an agency to intern with during the summer. The intern received a wealth of information from Justice Fellowship, a branch of Prison Fellowship Ministries. This is a ministry based in Washington, DC that integrates Christianity with the criminal justice system. The intern was interested in this opportunity because it would incorporate two of her fields of interest, ministry and criminal justice. The intern was connected with Kristin Hall, the Director of Human Resources at Prison Fellowship. These two individuals corresponded frequently to discuss possible internship opportunities. The intern became aware of an internship program located within this agency through the Justice Fellowship branch. The intern became very excited about this opportunity and quickly scheduled an appointment with Dr. Brown to discuss the details regarding this internship. Dr. Brown reviewed the information and agreed that it was a good opportunity for the intern. He told her that he would contact Ms. Hall at the agency and send her information about the intern.

In the following months, the intern worked with Ms. Hall to arrange an interview via telephone as well as other details to finalize the internship. The intern was pleased to see that this internship was becoming a reality as time passed by. However, when the intern spoke with Ms. Hall in January of 2001, Ms. Hall informed the intern that Prison Fellowship had lost a majority of its funding. The intern learned that the internship program through Justice Fellowship was no longer a possibility.

Upon hearing such news, the intern was disappointed. She frantically began to search for a new agency that would enable her to fulfill her internship requirements. The intern learned of the Evanston Community Defender Office through her father who does audit work for the agency. The intern then contacted the agency and expressed her desire to intern with there. She also met with Dr. Brown to update him on what had happened. She informed him of her opportunity to intern at the Defender Office. Dr. Brown then contacted the agency.

The intern had a meeting at the agency on March 16, 2001. During this time, the intern met the staff of the agency: Nareen Kim (attorney at law), Robert Roy (attorney at law), Guadalupe Acosta-Nava (social worker), and Judith Aronson (secretary). The intern discussed the specifics of her internship as required by Ball State University with these individuals. The meeting lasted for approximately 1.5 hours. The intern was excited about this opportunity as she heard about the work this agency does, mainly concerning juveniles. The members of the agency welcomed the intern to their staff and were eager for her to start in the summer. The intern then reported the details of this meeting to Dr. Brown in a brief meeting after class.

Group Meeting

The group meeting for the summer interns was held on Saturday, December 2, 2000. At this meeting, Dr. Brown and Dr. Brodt spoke to the interns regarding several areas of their

internships. The first area that was discussed by Dr. Brown was the Internship Manual, which was to be purchased by the interns at the University Book Store.

Dr. Brown informed the interns that Ms. Carmichael would contact them about registering for the internship as a summer semester course. He also reminded the interns of the dates of the internship, May 14-July 20, 2001. Dr. Brown cautioned the interns to take note of these dates in regards to weddings and other events that may take place during this ten-week time period.

Dr. Brown advised the interns to schedule their interviews sometime within the next three weeks. This would be an ideal time for the interns as they would be on their winter break with a free schedule. This would also work well for interns that were planning on completing their internship in their hometown.

Dr. Brown then discussed the requirements of the interns in order to receive credit for their internships. The main responsibility of the interns is the three activity reports. These activity reports provide the professors with an idea of what the interns have participated in at their individual agencies. Dr. Brown stressed the importance of keeping a daily journal of the intern's activities. He stated that this would aid the interns in writing their activity reports.

Dr. Brown also mentioned the mid-semester meeting. This meeting is required for all interns participating in the internship program. He informed the interns that the meeting would take place on a Friday in Muncie during the middle of the internship. He emphasized that this meeting is mandatory.

The interns were then given a brief break. Dr. Brodt ran the second part of this meeting. He discussed the activity reports in more detail. The interns were advised to refer to page ten of the Internship Manual. Dr. Brodt brought the third activity report to the interns' attention. He

noted that for summer interns, the third activity report would be included in the final report. Therefore, the third activity report would be about six pages in length.

Dr. Brodt provided the interns with some general guidelines for the activity reports. Each report, as he stated, was to be ten pages in length. All reports should be professionally done. Finally, each report receives its own individual grade. Therefore, each report is crucial to the intern's grade and proofreading was highly suggested by Dr. Brodt.

The activity reports were then discussed in more detail. The first activity report should include two pages on the intern's initial meeting with Dr. Brown. This should include the intern's thoughts and expectations prior to the meeting and following the meeting. These two pages should also include details of the meeting with Dr. Brown as well as the number of times the intern met with Dr. Brown.

The second activity report should include details of the on-site meeting. For this intern, this meeting will involve Dr. Brodt. The intern is to write two pages regarding this on-site meeting. Another two pages of this report should include the on-campus meeting that the interns will have during the middle of their internship.

Finally, the third activity report was discussed. This report should devote between three and five pages to the stated objectives of the internship program. The intern should analyze those objectives and discuss if the objectives were satisfied by his/her internship experience.

The third activity report for summer interns will include the final report. The final report is to be twenty pages in length, not including diagrams or tables. It should discuss the history of the agency. The report should also explain the responsibilities of the intern. Any forms that the intern used should be included to help the reader understand the intern's activities. The report should be placed in a binder with the pages inserted in plastic pages.

The meeting then shifted topics. Various stages of the interviewing process were described to the interns. The interns were also advised as to appropriate dress for interviews. A handout was given to the interns to aid them in the application and interviewing process. More details regarding the internship were briefly discussed. The interns were then dismissed.

This intern left the meeting feeling both overwhelmed and excited. This meeting helped the intern realize that her internship was rapidly approaching. Following the meeting, the intern made a list of things she needed to accomplish in order to begin a successful internship. The intern enjoyed the meeting. The information provided was helpful. She appreciated the opportunity to look at past activity reports and final reports from former interns to gain an idea of what is expected of her. She also enjoyed meeting other interns that will share her experiences in the summer.

Internship Activities: Week One

The intern started her internship on Monday, May 14, 2001. She contacted her supervisor at the internship site on Tuesday, May 8, 2001 to discuss the details of her first day. Nareen Kim, attorney at law, is the intern's supervisor this summer at the Evanston Community Defender Office. Ms. Kim advised the intern to arrive at the office at 9:00 AM on the following Monday. The intern learned during this conversation that she would be attending court for her first day.

The intern arrived at the Defender Office at 8:45 AM on Monday, May 14, 2001. Ms. Kim had not yet arrived. While waiting for her to arrive, the intern spoke with Judith Aronson, the secretary. Ms. Kim arrived around 9:00. Also arriving were Christopher Nathan, an intern from Northwestern University, and Guadalupe Acosta-Nava, the social worker at the Defender Office. These four individuals then attended the Circuit Court of Cook County, Illinois.

The intern quickly learned that the office attends court every Monday. The Evanston Community Defender Office works with the indigent youth of the community of Evanston. A number of their juvenile clients (over 150 are currently represented by this agency) have court dates on Mondays for various reasons (trial, progress report, arraignment etc.). During this particular court session, the intern observed the action of the courtroom. Ms. Kim, Ms. Acosta-Nava and Mr. Nathan all were in and out of the courtroom. The intern later learned that the three were talking with clients about their cases outside of the courtroom.

Mr. Robert Roy was also present in the courtroom. He is another attorney at law at the Evanston Community Defender Office. He completes the staff of the office. The entire staff consists of Mr. Roy, Ms. Aronson, Ms. Kim, Ms. Acosta-Nava, and, temporarily, the two interns. Also present in the courtroom was Mr. John Molinaro, a probation officer that works with many of the agency's clients. Others present during this court session were the juveniles, assistant state's attorneys, the court clerk, the bailiff, the judge, probation officers, social workers, public defenders, and witnesses.

During this court session, the intern witnessed several juveniles called before the judge. Many of the juveniles were on probation. Involved in the probation for many of these juveniles was mandatory attendance at school, counseling, community service, and no contact with the court or police. Many of the juveniles present violated their probation. This is called a Violation of Probation, or VOP.

The court session was rather brief on this particular date. The intern returned to the office with her co-workers around noon. She was then told by Ms. Kim to take an hour for a lunch break. They agreed to meet in Ms. Kim's office in approximately one hour.

The intern and Ms. Kim met in Ms. Kim's office for about one hour. During this time, they discussed confidentiality. Ms. Kim wanted the intern to understand the attorney-client

realized that did not have much experience with the various activities that would be expected of her during the course of this internship.

The second day of the internship, this intern spent most of her day reading material that Ms. Kim had left for her (see appendix E). She read through the files of two adult cases that Ms. Kim was working on. The Defender Office does accept a few adults as clients. However, all clients are under the age of 21. The intern found these cases to be very interesting. One of the cases was a sex case, while the other case was an armed robbery case.

The intern also read through the Illinois Book of Law to become more familiar with certain laws and statutes in Illinois. She spent much of her time reading through the Juvenile Court Act of 1987 (see appendix F), which has had a large impact on the juvenile justice system in Illinois.

During the afternoon, an all-office meeting was held in which the staff conducted a case review. This is not a common practice at this particular agency. However, Ms. Kim has been attempting to purge the old cases out of the office. Some other issues were discussed as well, such as confidentiality, a Local Area Network (LAN) Resource Fair (see appendices G-H), how to handle case review in the future, a research/statistics project, and client follow-up. This concluded the intern's second day.

The third day of this internship began with the LAN Resource Fair. This intern and the other intern, Mr. Nathan, went with Ms. Acosta-Nava to the DCFS building in Skokie, IL to help set up the Resource Fair, which was to take place the following day.

Following the set-up, the intern went with Ms. Acosta-Nava to a meeting regarding a client at Lawrence Hall Youth Services, an alternative high school that can also be used as a residential placement for youth. This facility is located in Chicago. The particular meeting was a staffing meeting in which several different professionals discussed the youth's progress. The

individuals present were Ms. Acosta-Nava (the social worker), a probation officer, the youth's mother, and a representative of Lawrence Hall. The intern was excited to participate in this meeting. However, the youth asked that the intern not be involved in the meeting. He felt uncomfortable with her present. Therefore, the intern returned to the office. She was disappointed that she could not participate in the meeting. She did understand the youth's request.

At the office, the intern met with Mr. Roy and Mr. Nathan. The three of them viewed a video regarding alternatives to traditional sentencing. These three individuals then discussed the video. They questioned the longevity of some alternatives discussed in the video. They also questioned the public's support of such programs.

The fourth day of the internship was the Resource Fair. The intern, along with the other staff from the agency, sat at a booth designated for the Evanston Community Defender Office. They answered questions from individuals coming through the fair. The fair had representatives from many agencies within the community that cater to the youth of Evanston (see appendices G-H). The fair was designed to inform members of the community as well as other professionals in the juvenile justice system about the resources available to the youth. Many professionals attended, and a small number of community members attended.

The intern enjoyed the Resource Fair. It enabled her to learn about the different agencies that exist in Evanston as well as the services they offer. This fair was a relaxed setting that enabled the intern to spend some informal time with her co-workers. The intern believed that she began to establish deeper relationships with her co-workers as a result of this time.

The last day of the intern's first week at this agency was a busy day. She read through the file of a client that had an appointment with Ms. Kim at 1:00 that afternoon. The intern familiarized herself with this client's case and was eager to meet him. She was ready to have

contact with a client. However, the client did not attend the meeting. Ms. Kim informed the intern that this is very common of clients at this agency.

The intern also read through the files of four boys that were involved in sex cases. Their cases were kept out of court under the condition that the boys attended counseling. Ms. Kim asked the intern to call the legal guardians of these four clients to find out the clients' progress in regards to counseling. The intern was nervous to make these phone calls. She did call all four houses and received no answer. Ms. Kim told the intern that this is common as well.

The intern then spent some time discussing the juvenile court process with Ms. Kim. This time was very informative for the intern as Ms. Kim described step-by-step how the process works. Ms. Kim also explained to the intern how to interview a client. Ms. Kim would like the intern to conduct an interview with a client in the coming week.

The last activity of this intern during her first week was a meeting with Mr. Roy and a client. The purpose of this meeting was to fill out "wrap forms." Wrap forms are used with the Local Area Network (LAN) (see appendices I-K). The LAN group has representatives from many different agencies that provide services to members of the community. The purpose of a LAN wrap meeting is to "wrap" the client with services from the community in order to improve his/her situation.

The intern met with Mr. Roy and this client for approximately two hours. The client was a mother of two children. One of her children, her son, was present. The purpose of this meeting was basically paperwork. However, this client spoke to a great extent about the mistreatment she has received from many of the individuals in the system that are supposed to be helping her. The paperwork was then completed. The intern had compassion for this woman's situation. It was frustrating to hear the complaints of this woman. This woman had honest and valid concerns that should have been addressed long ago.

At the end of the first week, the intern found herself to be exhausted emotionally, mentally, and physically. She reflected on her week and realized that she would learn much this summer from her clients as well as her co-workers. The intern also realized that the Defender Office appears to be a very liberal office. Being more of a conservative, the intern wondered if this would be a factor during her time at the office. She also wondered if more conservatives go into prosecution where liberals, in general, go into defense work.

Overall, the intern was satisfied with her first week. She e-mailed Dr. Brodt to inform him that her first week went well. The intern also provided Dr. Brodt with contact information for Ms. Kim should he need to contact her.

Internship Activities: Week Two

On Monday of the intern's second week, she again attended court with the same individuals as the previous week. This week was different than the previous week because the intern was able to sit in on some of the meetings Ms. Kim had with her clients. The intern was very interested in this.

The intern was also able to witness how the members of the courtroom workgroup interact. For example, Ms. Kim met with a client and decided she would try to plea bargain the client's case and reduce his charges. She then spoke with an Assistant State's Attorney (ASA). He agreed to her terms. Ms. Kim then returned to the client and informed him about what happened. She then went before the judge with the client and the ASA present. The client pled guilty to certain charges (which were reduced from the original charges). The judge then asked the minor a series of questions to make sure he understood his rights and was competent to plead guilty. The minor's plea was then entered.

After court, the intern returned to the office and attempted to reach the guardians of the four boys involved in counseling for their sex cases. She again failed to get in contact with any of the guardians. Ms. Kim told the intern to draft a letter to the guardians and to mail it out to them. The intern did so.

The final activity of Monday was a pizza party. Mr. Roy generously ordered pizza for the office. The members of the office ate pizza together and discussed informal issues. During this time, the staff informed the two interns about the certain ASA's habits. They also discussed other members of the courtroom. It was interesting for this intern to hear their opinions about certain individuals.

Tuesday of the intern's second week began with a Child & Adolescent LAN (Local Area Network) meeting at Evanston Township High School (ETHS). This LAN group holds meetings once a month (see appendices I-M). There were members present from different agencies in the community that provide services to the youth of Evanston. There are various committees that have been developed involving members of the LAN committee, such as the Program Committee, the Membership Committee, and the Advocacy Committee. These committees updated the LAN group about their progress. The intern did not understand much of this meeting because she did not have much background regarding the discussed topics.

Following this meeting, the intern returned to the office and read through some files of clients that will have court dates in the near future. While she was doing this, Mr. Roy asked this intern and Mr. Nathan to meet with him. During this meeting, Mr. Roy informed the interns of three projects he has been contemplating for the interns to work on. The first project deals with an attempted robbery case that is up for trial in mid-June. Mr. Roy asked that the interns become familiar with this case and assist him in issuing subpoenas and in other related casework.

The second project Mr. Roy had in mind dealt with the Advocacy Committee (see appendices N-O). Mr. Roy is the chair of the Advocacy Committee, one of the LAN committees. This project would involve some research of the legal system in Illinois as well as researching the representatives of the people of Evanston on the local, states, and federal levels.

The third project deals with immigration. This would mainly focus on the Latino community in Evanston. Mr. Roy suggested that Mr. Nathan work on this committee because he is bilingual in Spanish.

Mr. Roy then spoke with the interns about the process of a trial. He compared a trial to theatre. He used the film *The Princess Bride* as an example. Peter Faulk is the storyteller in that film. Mr. Roy suggested that an attorney is similar to Peter Faulk's character. An attorney tells the story to the jury/judge, but he/she is also a part of the story. He also compared an attorney to a plumber. Both of these individuals must determine which tool will work best in each situation.

Wednesday and Thursday of this week were slow days. The intern attended court with Ms. Kim for one case on each day. These cases were misdemeanors and not much happened with either of these cases during these court sessions. The rest of the day, the intern spent time reading through various cases given to her by Mr. Roy and Ms. Kim.

On Thursday, the intern was supposed to interview a client for the first time. The intern was both excited and nervous about this opportunity. However, the client did not show. The intern was disappointed. She called the client to determine why the client did not attend the scheduled meeting. Unfortunately, there was no answer at the client's residence.

On Friday of the second week of this internship, the intern drove with Mr. Nathan to Chicago. The interns were to meet Ms. Acosta-Nava at Audy, a detention center for juveniles. The three were going to meet with the two clients that are currently in custody at Audy. However, Ms. Acosta-Nava called this intern on her way to Audy to tell the intern that her car

had broken down. Ms. Acosta-Nava informed the intern that she would not be able to meet the two interns at Audy and that they should return to the office. Once the interns reached the office, this intern's car experienced problems as well. The intern immediately drove her car home before it experienced further complications. This was not serious, however, because the office closed early for the Memorial Day weekend.

The intern felt more confident during her second week as an intern. She was more aware of her responsibilities and of her role at the office. She did find the amount of reading to be extensive. However, she did understand that reading the files is necessary to understand the clients and the action of the attorneys.

The intern also made contact with Dr. Brodt this week regarding the on-site visit. Dr. Brodt spoke with Ms. Kim. The two agreed on June 7 for the date of the on-site visit.

Internship Experience

Evanston Community Defender Office

July 6, 2001

Activity Report Two

On-site Meeting

Dr. Brodt came to visit this intern at the Evanston Community Defender Office on Thursday, June 7, 2001. The meeting was scheduled for 11:00. However, it started around 11:30 because Dr. Brodt had car troubles on his way to the meeting. The meeting began with the intern, Nareen Kim (the intern's supervisor), and Dr. Brodt. Dr. Brodt also met Guadalupe Acosta-Nava, the agency's social worker.

Ms. Kim, Dr. Brodt, and the intern discussed various topics. They discussed the intern's progress thus far. Dr. Brodt learned that the intern had been witnessing much of the juvenile justice system during her time at the agency. She has been able to attend court several times as well as participate in meetings with her co-workers. Dr. Brodt also learned that the intern has been working on several projects. One of these projects involves Robert Roy, another lawyer at the agency.

Mr. Roy arrived around 11:50 after attending court. He explained to Dr. Brodt in some detail the project that the intern has been working on with him. Mr. Roy is the head of the Advocacy Committee, a sub-committee of the Local Area Network (LAN) committee (see appendices N-O). The Advocacy Committee is designed to examine issues inhibiting efficient service and/or negatively affecting cooperation or collaboration. The committee then, through advocacy, offers suggestions for systematic change. Mr. Roy asked the intern to do some research for the committee. The intern prepared a listing of all government and city officials that represent the residents of Evanston. She also gathered information on the legislative process and how one might pursue the lobbying process.

Dr. Brodt also learned of another project the intern has been working on with Ms. Acosta-Nava. The intern has been going through Ms. Acosta-Nava's resource files and updating

them. These files contain agencies from the Evanston and Chicagoland area that provide services to the agency's clients in one form or another. Adoption agencies, health care agencies, counseling centers, and alternative schools are some examples of these agencies. The intern has been busy calling these agencies to request updated information. While working on this project, the intern has gained a greater knowledge of the services available to the clients in the community.

Mr. Roy and Dr. Brodt also spoke about the internship program at Ball State University. Mr. Roy was interested in knowing how many interns are involved in the program. Dr. Brodt provided a wealth of information about the internship program as well as the Department of Criminal Justice & Criminology at Ball State.

There was also some discussion of the court system in Cook County, Illinois. The Cook County system was compared to the systems in different counties by those present (see appendices A-B). They discussed their interactions with the court system in different areas of the country.

Finally, Dr. Brodt reminded the intern of the internship meeting. This meeting is to take place on Friday, June 15, 2001 in Muncie, Indiana. This is approximately one week from the date of this on-site meeting.

Dr. Brodt then left the agency. His next destination was Munster, Indiana to visit another intern. This concluded the on-site meeting for this intern.

The intern was pleased with the on-site meeting. She thought that Dr. Brodt was able to gain an understanding of the activities she has been participating in during her time at her internship. She was also pleased to receive her first activity report from Dr. Brodt. He told her it

was fine and he had made no written comments on it. This was encouraging to the intern as she learned that she was accurately fulfilling the internship requirements.

The intern enjoyed this on-site meeting because she was able to hear what her co-workers thought of her and her work. Both Mr. Roy and Ms. Kim stated that they enjoyed her presence in the office. They also found her to be helpful with the work in the office. This also pleased the intern.

Mid-term On Campus Meeting

The mid-term on campus meeting took place on Friday, June 15, 2001. The interns were told to meet at the E.B. Ball Center at 9:00am. This intern left Thursday and spent that night in Muncie. She was aware it would be difficult for her to drive from the Chicago area to Muncie by 9:00am. Upon arrival, the interns were told which room they would be meeting in based on their supervisors. Dr. Brodt's interns were on the second floor and Dr. Brown's interns met on the third floor. This intern was in Dr. Brodt's group on the second floor.

The interns met around a large table with Dr. Brodt at the head. Dr. Brodt began this meeting by providing the interns with an agenda for the meeting (see appendix P). He then briefly explained the different items that would be discussed throughout the course of the meeting. He first discussed the overview of the entire internship process. He explained that the process starts so early in order to provide students with adequate placements, which can be difficult to find.

The next segment of the meeting was designed for the interns to share their experiences at their agencies. This intern quickly learned that the internships for this summer term covered many different agencies within the criminal justice system. There were interns present from

prosecutor's offices, probation offices, police departments, victims' assistance, sheriff's departments, and many more. This intern found it to be interesting that she was the only intern doing defense work. It was informative for this intern to learn about what her fellow classmates have been learning and doing during the course of their internships.

Dr. Brodt then went on to discuss in more detail the next two activity reports. He recommended that the interns include between one and two pages devoted to the on-site meeting. It was also recommended to include two pages based on the on-campus meeting. Also included in this report should be the intern's activities since the first activity report. Dr. Brodt strongly suggested that the interns proofread their reports before submitting them to Dr. Brodt.

The discussion then moved to the third activity report. This report should contain the objectives listed on pages five and six of the internship manual. The intern should evaluate his/her experience at their agency based on these objectives. Dr. Brodt decided that the interns could write this report from a first-person perspective as opposed to third person, as was done with the first two activity reports. Dr. Brodt stated that this report could be placed in the pocket of the binder in which the final report will be submitted.

Dr. Brown and Dr. Brodt then switched groups and conducted faculty evaluations. Upon completion of the evaluation, the interns were free to leave for lunch.

The meeting resumed at 1:00pm. At this time, Dr. Brodt handed the interns their files. The purpose of this was to allow the interns to view how the faculty has been grading them as well as all of the information the faculty has in regards to them.

After viewing their files, all of the interns gathered on the third floor. At this time, Dr. Brown and Dr. Brodt handed out past interns' final reports. This intern found that to be helpful. She was able to see what the final report looked like. She was also somewhat surprised to see

that there were not any final reports from interns that had previously interned at a defense attorney's office. This intern looked at a final report from a Prosecutor's office.

Dr. Brown and Dr. Brodt also gave the interns a packet that detailed each part of the final report. The intern found this to be helpful as well. The two supervisors led the interns through this packet and explained each item to make sure the interns understood what was expected of them. After going through the final report, the interns were dismissed. The interns were reminded to keep in touch with their supervisors throughout the remainder of the internship.

This intern found the on-campus meeting to be an informative time. She learned much about the placements of other interns. She also gained much valuable information regarding the final report. Upon leaving this meeting, this intern felt confident to complete the final report.

Internship Activities: Week Three

Week three of this internship began on Tuesday, May 29 as Monday was Memorial Day and the office was closed for the holiday. The intern spent much of this day working on two different cases. Both involved many phone calls to both the clients and the Evanston Police Department. The intern learned how difficult it can be to get a simple question answered due to the many departments within the police department.

On Wednesday of this week, the intern went to court with Mr. Roy for a pre-trial motion for a robbery trial. The motion was a motion to eliminate. Mr. Roy was arguing that a detective from the Evanston Police Department received evidence in an illegal fashion and made the arrest of Mr. Roy's client based on that evidence. The judge decided that some of the evidence would be allowed in the case while other evidence would be eliminated.

This motion was very interesting for the intern to observe. She enjoyed watching the Mr. Roy and the Assistant State's Attorney argue their case. This allowed the intern to witness what trial law is like. The intern was also given the opportunity to talk with Mr. Roy and the client after the motion.

Mr. Roy then introduced the intern to the juvenile probation officers in this Cook County district (see appendices). It was interesting for the intern to see that these probation officers were friends with Mr. Roy. This reminded the intern of the courtroom workgroup that was commonly discussed in her Introduction to Courts class at Ball State University.

Mr. Roy then spoke with the intern about the basics of law. He focused on the differences between criminal and civil law. The intern had heard much of the information before, but it was interesting because Mr. Roy included stories from his experience as an attorney to explain the facts. This really made the law come alive to the intern.

On Thursday of this week, the intern was again in court. She was there with Mr. Roy, Ms. Kim, and Mr. Nathan. Ms. Kim had to continue a case to a later court date in order to receive some evidence. After that, Ms. Kim showed the intern how to use the computer in the court clerk's office to find the status of certain cases. Ms. Kim and Mr. Roy then left the intern and Mr. Nathan, the other intern, at court. The interns were allowed to float in and out of different courtrooms to learn more about this courthouse in Cook County, Illinois.

This intern ventured into courtroom 208. This courtroom is a Chicago courtroom. She saw an attorney arguing a case. Later, the intern was informed that this attorney is a former Assistant State's Attorney and is now a defense lawyer. This attorney was amusing to watch while he cross-examined a witness for the State. The intern appreciated the liberty given to her by her supervisors to explore the court on her own.

The intern then returned to the office. She had a meeting with Ms. Kim to discuss the progress of the internship. They both agreed that the intern had learned much by witnessing the court system in action. The intern also had many opportunities thus far to interact with clients. The intern and her supervisor agreed that the intern would enjoy having a project. Ms. Kim stated that she would speak to Mr. Roy and determine an appropriate project for the intern.

On the last day of this third week, the intern spent a majority of her time working on a project with Mr. Roy. She researched the local and federal representatives of the citizens of Evanston. This was done for the Advocacy Committee, a sub-committee of the Local Area Network Committee. The intern then compiled her research and printed it out for Mr. Roy. She also researched how one begins the lobbying process. She also compiled this information and printed it out for Mr. Roy (see appendices N-O).

The intern also worked on the court call for Monday. The court call is simply a typed list of the clients that will be in court on Monday along with their case numbers. The intern also worked with Mr. Roy on printing out subpoenas for a trial the following Wednesday.

The intern contacted Dr. Brodt on this date to inform him that her internship has been going well. She also asked him if he needed directions to the office for their on-site meeting the following Thursday.

Internship Activities: Week Four

Monday of this week was spent in court. The intern did attendance for the clients. She went out of the courtroom and called the names of the clients to see who was present. After most of the cases were called, Ms. Acosta-Nava and Ms. Kim left. The intern remained in court with

Mr. Roy, who had one case left. This particular client “gave the judge attitude”. The judge was not pleased and asked Mr. Roy to take her out of the courtroom and talk to her.

The intern then returned to the office and work on making new letterhead for the office for a fund-raising campaign they will soon start. She also made several copies of the court minute sheets that this agency uses.

The intern read through several cases Tuesday morning. She also spent much of the morning answering phone calls. In the afternoon, the intern met with Ms. Acosta-Nava, the office’s social worker. She asked the intern to go through her files on services that are available to her clients. She asked the intern to read through these files and then call the agencies and request updated information. The intern began this project and found it to be very interesting. She was able to learn a lot about the different agencies in the Evanston area as a result of this project. The intern also did some research on a case for Ms. Kim that afternoon.

On Wednesday of this week, the intern did some more work on her project for Ms. Acosta-Nava. She also spoke with Ms. Kim about arranging a tour at St. Charles, a juvenile correctional facility in Illinois. The intern then called the facility to arrange a tour. Later that afternoon, the intern went through the filing cabinets to make sure that all of the files were in their proper place. The intern had scheduled an interview with a client. However, the client did not show up for the appointment.

Thursday of this week, Dr. Brodt came to visit the intern at the Defender Office. That meeting lasted for approximately 1.5 hours. The intern enjoyed that meeting. Later that day, the intern worked on her project some more. She also worked on some more subpoenas for a case. Mr. Roy then met with this intern and Mr. Nathan and they discussed a case that is going to trial the following Wednesday. Mr. Roy explained that all cases could be broken down to two

simple questions: Was there a crime committed? Who did it? The three discussed different angles to take with this case. Mr. Roy then explained to the interns the way he typically organizes his cases. The intern found this to be very interesting.

Finally, Friday of this week arrived. The intern attended a Local Area Network (LAN) meeting. This was a meeting for the DCFS subcommittee (see appendix M). The intern followed this meeting as best as she could. However, it was difficult because she did not know much of the terminology that was being used.

The intern then attended the Advocacy Committee, another subcommittee of the LAN (see appendices N-O). Mr. Roy shared with the committee the information that the intern had compiled. The intern took notes at this meeting so she could later discuss them with Mr. Roy.

In the afternoon, the intern attended court with Mr. Roy for a shoplifting case. The intern also stayed after that case to watch a few more cases. It was her first time in this particular courtroom. This concluded the intern's fourth week at the Evanston Community Defender Office.

Internship Activities: Week Five

Monday morning of this week was spent in court. The intern again took an attendance of the clients who were present. The regular judge of this juvenile court was not present today. The presiding judge did not have adequate knowledge of many of the cases to make decisions. Therefore, many of the cases were continued to the following week.

Following court, the intern went out to lunch with Ms. Kim, Ms. Acosta-Nava, and Mr. Nathan. The four ate at the Cheesecake Factory. The intern enjoyed this social time with her co-workers. She has found it difficult to develop relationships with her co-workers while they are

constantly working. This gave the intern the opportunity to know her co-workers on a more social level.

The intern then returned to the office and worked on typing out notes from the Advocacy Committee meeting that she had attended the previous week. She also called a few more agencies to update Ms. Acosta-Nava's files.

On Tuesday of this week, the intern spent most of her time working on a Department of Children and Family Services (DCFS) Case. This particular case is rather complicated. It also deals more with civil law than criminal law. Yet, Ms. Kim agreed to help this client because she is the mother of one of the agency's clients. The intern spent much time making phone calls and reading through files in order to determine how to best handle the situation.

On Wednesday of this week, the intern went to the Cook County Juvenile Detention Center, also known as Audy, in Chicago. She accompanied Ms. Acosta-Nava to visit with a client. The intern was very interested in learning about the system at Audy. The client told her about the different levels the residents have. There are four levels, the fourth being the highest. The minors can be promoted to a higher level through exhibiting good behavior. As the levels escalate, the opportunities for the individual increase. For example, this client was a level-four resident. Due to his status, he is able to use the weight-room.

After meeting with the client, Ms. Acosta-Nava showed the intern the main floor of the facility. This is where the courtrooms are located. There are courtrooms for delinquency on one side of the facility and courtrooms for child abuse on the opposite side. The delinquency section was very dark and plain. On the other hand, the child abuse section was bright and decorated with toys.

Upon her return to the office, the intern did some more work on the DCFS case that she had been working on the previous day. She also called different legal aid agencies to find a lawyer for a client that was going through a child custody case. This particular agency does not deal with child custody cases. This was also Mr. Nathan's last day interning at the Defender Office.

On Thursday of this week, the intern read through some files and worked on some paperwork for Ms. Kim. The intern was allowed to leave early on this day in order to drive to Muncie for her internship meeting. The following day, that meeting was held.

Internship Activities: Week Six

Monday of this week was spent in court. This was a hectic day for the Evanston Community Defender Office as many clients were in court today. There were around 12 juveniles in court today as well as 2 adult cases. This is very unusual when compared to the seven juvenile cases usually up on Mondays.

Tuesday of this week, the intern worked some more on the DCFS case with Ms. Kim. The intern and Ms. Kim went downstairs to the Legal Aid Foundation to talk to Mr. William Kolen about the case. He and Ms. Kim decided to file a joint civil law suit.

Following that meeting, the intern accompanied Mr. Roy to a Local Area Network (LAN) Family and Child Team meeting regarding a LAN wrap for a local family (see appendices I-K). Those present at the meeting represented different agencies such as Park School, Willowglen Academy, Metropolitan Family Services, and Resources for Living. The purpose of this meeting was to determine a list of the services that the family could use as well as a budget for these services. The LAN only provides so much money for each case. The meeting needed to accomplish these goals in order to present the information to the LAN committee the following

Tuesday. However, this goal was not accomplished. Many of those present had different opinions on the subject matter. The mother of this family was also present at the meeting and she had some concerns as well. As one individual noted, the meeting seemed like group therapy. The group decided to meet again in July in the hopes of getting the goals accomplished.

Following this meeting, the intern typed out the notes that she had taken at the LAN wrap meeting. She then submitted them to Mr. Roy so that he could incorporate them into his notes. The intern also talked with Ms. Kim about a new case.

Wednesday of this week was also spent in court. The intern arrived at the Cook County Court at 9:30 am. She was there to see Mr. Roy present a motion to quash arrest and suppress evidence regarding a robbery case. The case was called around 11:00, but the client was not yet present. Therefore, the judge agreed to call it again later in the afternoon. The case was called again at 1:30 after the court took a recess for lunch.

For this motion, the burden of proof lies with the defendant. Therefore, Mr. Roy was the first one to call witnesses. He called the defendant to the stand to testify as to what happened when he was arrested. The Assistant State's Attorney (ASA) then cross-examined the defendant. Mr. Roy had no more witnesses. The State then called a police officer to the stand. This officer is the detective that was assigned to the robbery case and arrested the defendant. The ASA directly examined this witness and Mr. Roy followed with a cross-examination. Following this, both the State and the Defense gave arguments. Mr. Roy argued that the officer did not have probable cause to arrest the defendant. Mr. Roy used past cases to prove his point. The ASA then argued her case. The judge thought about the motion for several minutes. She then informed the court that she would need more time to think about the motion. It was agreed that all parties should meet back in the courtroom on Friday morning.

The intern arrived at work on Thursday morning and spent much time answering phone calls. She also read through a few cases. Thursday was the first day of Ms. Kim's vacation. The intern was aware of this and knew that she would not have much to do during Ms. Kim's absence. She also spent time working on some reports.

On the final day of this week, the intern accompanied Ms. Acosta-Nava to the Cook County Juvenile Detention Center. They visited the same client that they visited the previous week. He was doing very well. The juvenile has plans to get a job once he is out of jail. He does not want to repeat his mistakes. Hopefully, he will follow through with his plans. Unfortunately, most do not.

Internship Activities: Week Seven

Week seven of this internship again began in court. The intern spent much of her day there observing courtroom activity. She then returned to the office and did some research of various agencies for Ms. Acosta-Nava.

Overall, this week was very slow for the intern. With Ms. Kim on vacation and Ms. Acosta-Nava in training this week, there was not much work for the intern to do. Mr. Roy was also out of the office working on various things throughout the week. The intern mostly answered phones and worked on a few projects. The intern was also able to work on a petition to expunge for a client that will be appearing in court on the following Monday (see appendix Q). The intern did not mind having a break from the normal routine. It gave her time to read some documents and files that she had been wanting to read but did not have time. The intern was also able to do some reading in *A Civil Action*, a book by Jonathan Harr, that Mr. Roy suggested to her. This concludes the seventh week of this intern's experience at the Evanston Community Defender Office.

Internship Experience

Evanston Community Defender Office

July 18, 2001

Activity Report Three

Objectives of the Internship Program

Become involved in the roles and functions of criminal justice agencies and through this involvement become effective in the criminal justice system.

I believe that I have gained a true understanding of the criminal justice system, specifically defense work as a result of this internship. I have attended court with the attorneys at the Evanston Community Defender Office at least once a week. That time spent in court is when I gained the most insight into the criminal justice system. I was able to view the courtroom workgroup and how its many players interact.

I not only learned about the courts system, but I also learned about policing and corrections. I read police reports often as they related to clients' cases. I was also able to visit a client in the Cook County Juvenile Detention Center, which serves as the juvenile jail. I learned about the operations at this particular detention center.

I have specifically learned much about defense work during my time at the Defender Office. I have been able to witness as well as participate in the meetings that the attorneys and the social worker have with the clients. The attorneys in this particular office serve many roles. They not only provide legal assistance to clients, but they also attend community meetings. The members of this office have a true desire to prevent clients from returning to the system.

I have also learned much about the supervisory relationship. I consider myself to be timid. It is often difficult for me to approach others, especially in a situation where I am not comfortable. Therefore, this area was a challenge for me. I do believe that I have grown in this area. However, I do recognize that it remains an area for me to work on. This is a weakness

that I became aware of in my time at the Defender Office and I did make a conscious effort to develop that weakness into a strength.

Acquire knowledge and develop basic skills of criminal justice intervention through the rendering of services.

This internship taught me the importance of knowing how to effectively work in both group and one-on-one settings. Given the nature of this office (small number employees), most of my time was spent working with just one other person. However, there were also times when everyone in the agency would work together. It was sometimes difficult for me to adjust because I was not always clear as to my role as the intern.

I did have many opportunities to participate in meetings with those in the office as well as members of other agencies. I did not have many opportunities to speak because I was not very educated on most of the subject matter. I often submitted written reports of these meetings to Mr. Roy for his files. I did engage in conversation with members of the Defender Office frequently. I would often meet with Mr. Roy to discuss a case or a principle of criminal law.

Integrate theoretical learning and practical experiences

After a few weeks working at the Evanston Community Defender Office, I found that I was able to apply many of the theories and practical applications I had learned to various cases and situations. For example, I could often determine what action the lawyers would take in court on various cases. As time went on, I was also able to determine what services the social worker might offer to a given client based on their need. I found myself understanding the system more and more as my internship progressed. This understanding enabled me to accurately identify the direction of a case.

Personal Development

This internship helped me develop as a person. I realized many character traits that I possess throughout the course of my internship. Some of these were positive traits while others were negative. For example, I realized that I am a conscientious worker. When given a task, I was eager to complete it to the satisfaction of my supervisors. A weakness I realized was my lack of initiative. I often hesitated in approaching my supervisors. Discovering these traits made me more aware of who I am as an individual. This facilitated growth on a personal level as I sought to continue to develop positive traits and to change the negative traits.

Professional Development

This internship had a profound impact on my professional growth. It enabled me to participate in the criminal justice system in a very real way. Many of the principles and ideas that I had been discussing and reading about for several years finally became a reality. I was able to apply much of what was learned in my classes to real life situations. The internship helped me cross the bridge between academia and the workplace. It is incredibly different to read about something in a textbook and to actually witness it.

I also grew professionally in my relationships with others. Although the Evanston Community Defender Office is a relatively small agency, there were many larger personalities present. Each member of the office is very different. I found myself interacting with individuals that were unique to each other as well as to myself. I learned how to work and communicate with people that have a different way of thinking and working. For example, Mr. Roy is more disorganized than I. He is also somewhat of a procrastinator. It is usually very difficult for me

to work with someone that is disorganized. However, I learned how to develop a positive working relationship with Mr. Roy.

Throughout this internship, I also realized my desire to attend law school. It was an idea that I have been thinking about for several years. The opportunity for me to work so closely with the lawyers made me realize that law school is something that I truly wish to pursue in the future.

Examine values, ethics, and prejudices

My values and ethics were challenged during the course of this internship. I would consider myself to be conservative. My co-workers were outspoken liberals and this trait was often reflected in their view of situations. The office staff would sometimes make degrading comments about republicans. I consider myself to be a republican. Therefore, a value of mine was challenged. However, I did not necessary see this as an obstacle. I saw it as an opportunity. I was able to learn from their different viewpoint as it challenged mine.

Ethically, I was faced with certain issues. The most troubling for me was the treatment of cases. Whether the client was innocent or guilty, the attorney worked very hard to get the lightest punishment for the individual. I understand that is their job. However, I believe that if the criminal justice system is going to work effectively, the guilty must be punished. On several occasions, the attorneys would write up a motion to eliminate evidence or suppress the arrest based on the actions of police officers. Perhaps the police officers did act in a less-than-perfect manner. Although I understand due process, it is difficult for me to watch a guilty defendant go free without punishment due to a technicality. This also relates to my conservative values that were mentioned above. I often viewed cases in a conservative light whereas the office staff would always see it from a liberal point-of-view.

I do not have many prejudices that I am consciously aware of. Those that I am aware of, I try to make sure they do not interfere with my professional life. During this internship, I worked with an Asian attorney, a Latino social worker, and predominantly African-American clients. However, that is not how I viewed these people. To me, they were each individuals.

I also worked with indigent youth, the majority of our client base. I was aware before I began this internship that I would be working with juvenile defendants. I expected many of them to come from broken homes and indigent homes. I suspected many of them were a result of their environment. I found this to be true, especially with a certain client. When he was taken out of his peer group and off of the street, he had honest ambitions to go to college and stay out of trouble. This was true with many of the clients.

I was somewhat apprehensive to meet with clients at the beginning of my internship. I was uncertain as to how I would relate to these young adults that are very different than me. Our backgrounds are completely opposite. However, after meeting with the clients, I found that I was comfortable with meeting with them.

Overall, this internship challenged me in many ways, personally and professionally. I found that I was able to turn almost every experience into a learning experience. I feel much more confident pursuing a career in criminal justice given my experiences at the Evanston Community Defender Office.

Internship Experience

Evanston Community Defender Office

July 18, 2001

Final Report
